

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0081226	-Session-1988-89
-Superclass-	HJ	

-Title-	HEALTH CHOICES 1
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-DESCRIPTION-

Purpose This module is one of a range which provides breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising and decision making);
- interpersonal and group skills;
- self awareness, self reliance and self confidence;
- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

The particular purpose of this module is to provide a framework for students to develop planning and organisational skills and self awareness through health and fitness activities. It provides opportunities to plan and undertake a health and fitness programme appropriate for individual or group needs and increase understanding and awareness of the implications of health and fitness activities for personal development.

This descriptor should be read in conjunction with 81227 Health Choices 2, which sets more demanding targets for students.

This module features a high degree of tutor support.

Tutor denotes the individual leading the learning programme in an education or training context.

Preferred Entry Level	No formal entry requirements
Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none"> 1. contribute to the planning of a health and fitness programme with support. 2. undertake a health and fitness programme under supervision. 3. identify the contribution of the knowledge and skills gained to his/her personal development.

Content/Context	<p><u>Corresponding to Learning Outcomes 1-3:</u></p> <ol style="list-style-type: none"> 1. Health and fitness is considered a state of complete physical, mental and social well-being. Throughout the module the emphasis is on maximising individual choice and on an appreciation of and access to personal health and fitness. <p>In order to devise an individual programme students should, with support, examine their present behaviour and attitudes to health and fitness, identify scope for personal choice in matters which affect health and fitness and define learning goals. Students should then make use of information provided by the tutor to plan their particular programme. The programme should remain flexible to take account of new information and interests which develop in the course of the module. It is important that students are encouraged to consider the contribution of health and fitness to daily life and to establish the benefits in a way which encourages them to set real personal targets. They should be encouraged to consider the many factors which affect personal health and fitness - family stress, unemployment, returning to study etc. and to take these into account when making health choices.</p> <p>The tutor should make students aware of any factors which affect the operation of the module, e.g. available facilities, available expertise, financial constraints, varying individual needs.</p>
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2. The scope of a health and fitness programme is wide-ranging and the tutor should encourage students to undertake a variety of activities. These may include gathering information, visiting and finding out, questioning people, trying out new activities. All activities should be clearly explained.

Where elements of the health and fitness programme take place out of centre, students should have a clear framework in which to operate.

Procedures on reporting, time-keeping, recording progress in the chosen activities etc. should be agreed and given prominence as life skills in the context of a PSD module. Such skills as planning, organising, solving problems, approaching others etc. should be noted and recorded.

With tutor support each individual or group should organise resources to carry out programme, undertake any appropriate organisational tasks, implement the programme and keep a record of all procedures and activities.

Each student should maintain a folder throughout the module as specified in Assessment Procedures.

3. Towards the end of the module each student should review the programme he/she has undertaken, identify his/her strengths and weaknesses and express personal feelings and reactions both to the implementation of the health and fitness programme and to the knowledge and skills gained during the programme. The tutor should also invite students to consider any long term plans for health and fitness.

Suggested
Learning and
Teaching
Approaches

Involving students in the decisions which affect them is valuable for personal development as well as a powerful motivating factor. The areas for negotiation in this module include an extensive choice of topics and activities, methods of operations, group or individual participation.

The following learning and teaching approaches are suggested:-

- (a) Induction to the module including explanation of its key features and establishing working relationships. The tutor plays a crucial role in providing appropriate support and stimulus at this level, particularly in relation to -

- (i) raising awareness of health and fitness issues;
- (ii) promoting individual choice;
- (iii) assisting in the definition of goals;
- (iv) assisting in planning of arrangements.

At this level the tutor is an important source of information, advice and guidance and students will not be expected to take on complex tasks or to work for long periods without supervision.

- (b) Identification of previous and current behaviour and attitudes to health and fitness with support. This may be achieved through questionnaires, discussion, etc.
- (c) Health and fitness topics relevant to the learning goals specified should be investigated with support.

Tutors may offer a range of approaches to these topics, e.g.. visits, speakers, video, leaflets etc. and should assist with any preparation and organisation required, such as planning sheets, questionnaires, report outlines, guidelines etc.

- (d) Each individual identifies his/her own personal choices for health and fitness. At level 1 motivation may be increased by focusing on short term goals and tutors should provide support to ensure that realistic targets are set. Early success and growing confidence will allow students to modify goals and to become more ambitious about long term objectives.

Stages (c) and (d) should be integrated to allow the learning programme to reflect increased awareness and commitment.

- (e) Tutors should highlight the opportunities to use and develop interpersonal skills through sharing ideas and experiences, recognising the needs of others, offering and accepting support, dealing with specialists and outside agencies etc.
- (f) Where possible the planning stages, as well as the implementation of the programme and progress towards targets, should be considered and discussed by the group as a whole. The sharing of knowledge and experience is valuable and can provide motivation and support. Tutors should set up an interim review session to allow students to discuss and share their experiences.
- (g) Each student completes a review sheet on his/her own programme.

Tutors should make clear to students how the end of programme review will be conducted. Students should identify topics for discussion i.e. implementation of plans, difficulties encountered, personal strengths and weaknesses, progress towards targets, expression of personal feelings and reactions to the programme, knowledge gained, future plans for health and fitness.

Assessment
Procedures

Acceptable performance in the module is satisfactory achievement of all the Performance Criteria specified for each Learning Outcome.

The following abbreviations are used below.

LO Learning Outcome
IA Instrument of Assessment
PC Performance Criteria

LO1-3

Practical Exercise and Personal Interviews

In the practical exercise the student is required to plan and complete a health and fitness programme during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcomes indicated below. Personal Interviews are central to the assessment and will be used to explore the student's experience and development. Personal Interviews will be conducted by the tutor and will usually take place on an individual basis but can also be undertaken as a group exercise, at the discretion of the tutor. Interviews may take place on an ongoing basis throughout the module or towards the end of the module.

The interview should focus on the Performance Criteria for each Learning Outcome and should draw on relevant assessment evidence from the student's folder.

LO1 Planning Sheet Programme of Activities

LO2 Log Sheet

LO3 Review Sheet

LO1

CONTRIBUTE TO THE PLANNING OF A HEALTH AND FITNESS PROGRAMME WITH SUPPORT

PC The student:

- (a) clarifies personal health choices;
- (b) defines goals in relation to personal health and fitness;

- (c) makes use of information provided to aid planning;
 - (d) selects relevant health and fitness topics;
 - (e) outlines a personal health and fitness programme;
- IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by the Planning Sheet and Programme of Activities

LO2

UNDERTAKE A HEALTH AND FITNESS PROGRAMME UNDER SUPERVISION

PC The student:

- (a) makes a consistent effort to follow the programme;
- (b) makes minor adjustments to the plan;
- (c) records progress towards defined goals;
- (d) comments critically on the programme in terms of its feasibility and arrangements.

IA Personal Interview which focuses on the above performance criteria and which draws on evidence provided by the Log Sheet.

LO3

IDENTIFY THE CONTRIBUTION OF THE KNOWLEDGE AND SKILLS GAINED TO HIS/HER OWN PERSONAL DEVELOPMENT.

PC The student:

- (a) reviews own progress towards defined goals;
- (b) identifies at least one strength and one weakness in his/her performance;
- (c) briefly states learning achieved;
- (d) expresses his/her feelings and reactions to learning achieved;
- (e) identifies and comments clearly on his/her use of interpersonal skills during the programme;
- (f) sets future targets in relation to health and fitness.

- IA Personal Interview which focuses on the above performance criteria and which draws on evidence provided by the Review Sheet.

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